


**Building Positive attitude among Seafarers
toward Learning (with Impact) and Safety:
New Methods and Approaches**

by

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Outline

- Introduction
 - New Mariner
 - The Autonomous Seafaring Professional
 - Methodology
 - Development Center
 - Training Actor
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Introduction

- Story from my trip to Delhi
- Questions for reflection are:
 - *Who is a professional?*
 - *What makes someone a better professional?*
 - *What is professional ethics?*
- In most work environments, people who produce anything of economic value usually need supervision
- A person who needs supervision is no professional – he is an amateur, maybe even an apprentice
- Few years back same questions were asked by a CEO of a Ship Management Company



New Mariner


- The question which was asked by the CEO was:
“How can we train our seafarers to be the best in the industry?”
 - The first step in the process of achieving the desired goal was to understand who this new sea professional is and what his attributes are?
 - In this context we talked to few seafarers and asked them to list down desired attributes for a good sea farer
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Desirable Attributes in a Seafarer

- Integrity (personal and professional)
- Foresight (the ability to plan)
- Respect for the seafarer
- No short cuts
- Persuasive and articulate
- Firm but fair
- Impartial
- Ability to take pressure
- Social networking
- Empathy
- Good listener
- Ability to deal with ambiguity
- Customer relationship
- Accessible
- Prompt
- Patient
- Even tempered
- Good memory
- Ability to influence
- Ability to grasp legal issues
- Ability to see the big picture
- Willing to work long hours
- Deal with senior functionaries without intimidation
- Mentoring
- Ear to the ground
- Hold high moral ground
- Well Mannered and soft spoken



Autonomous Professional

- In this context, Kesels & Smit introduced the concept of Autonomous Seafaring Professional (ASP)
 - Research shows that autonomy creates self motivated individuals who are always in search of an opportunity to attain intrinsic rewards from their work, such as a greater sense of accomplishment and a feeling of importance
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Principles behind our Approach

- One of the strong premises in the development of New Sea Professional (i.e. ASP) was that technical and nautical skills are elementary and to build good sea professionals in the industry more competencies are required
- The only way people change their behavior is when they are aware of the effect of their own behavior
- Once they are aware of the effects then they can make a choice
- The focus at each level was to bring out positive behavioural change among seafarer towards learning and safety
- Once the seafarer sets the example of autonomous behaviour others will be inspired on board
- Everything you give attention will grow – devote attention to desired behaviour
- Be attractive to be given feedback to
- A person who is full of emotion is unable to think, let alone learn

Autonomous Seafaring Professional (ASP)

“An 'Autonomous Seafaring Professional' is a self motivated professional who combines his competence with professional pride and leadership. He takes the right decisions while communicating openly with his fellow professionals. He is eager to learn himself and transfer his qualities by mentoring others. Not only is this most beneficial for the work but it also helps to set higher standards for the company and encourage fellow workers to follow his example.”

Attributes of an ASP

Autonomous Seafaring Professional (ASP) will:

- *Show Leadership*
- *Have Professional Pride*
- *Communicate Openly*
- *Take Responsibility*
- *Follow Rules*
- *Be Creative*
- *Be good in Decision Making*
- *Take Initiative*
- *Be a Good Mentor*

Attributes of a Professional: A Comparison

K&S (2005)

- *Show Leadership*
- *Have Professional Pride*
- *Communicate Openly*
- *Take Responsibility*
- *Follow Rules*
- *Be Creative*
- *Be good in Decision Making*
- *Take Initiative*
- *Be a Good Mentor*

Subroto Bagchi (2009)

- *Integrity*
- *Commitment and ownership*
- *Continuous learning*
- *Professional knowledge and skills*
- *Communication*
- *Planning, organizing and punctuality*
- *Quality of work*
- *A positive attitude, approachability, responsiveness*
- *Being an inspiring reference to others: thought leadership*



Broad Components of our Approach

Step 1: Conceptualization of ASP

Step 2: Cadets selection (based on ASP qualities)

Step 3: Identification of learning goals for Cadets, Officers and Office Staff

Step 4: Designing of onboard learning capsule for Cadets

Step 5: Designing of measurement tools and monitoring systems

Step 6: Preparation of programs for Mentor training (Train the Trainer)

Step 7: Designing of Instruments for Evaluation of onboard learning

Step 8: Extension of this initiative to engine side





Methods

- New Selection Model based on ASP attributes
- Train the Trainer Program for officers
- Simulation based training for seafarers
- Learning onboard
- Designing Development Centers
- Training Actors




Development Center (DC)

- Gives an employee insights into his capacity to learn
- The outcome of the DC is a personal development plan
- Process is based on practical learning situations
- Links performance to development & training with an aim to cause behaviour to change in a certain direction
- Helps participant to experiment 'new' behaviour in simulated practical situations
- Makes participant take responsibility for his own learning



Characteristics of a Development Center

- Participant has Great Responsibility
 - A Clear Process
 - Relevant and Realistic Work Situations
 - Focus on the Learning Result
 - Contributes to the Development of a Learning Organisation
 - Critical Situations at Work as basis for learning (the work environment is a powerful learning environment)
 - Employees are responsible for their own learning progress
 - The Development Center is transparent
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Form of Development Center - I

- Core situations - Core situations are work situations that really count; acting effectively in these situations will lead to success in the future
- Studios – A participant would normally go through 3 -4 DC studios. The experience gained in each studio is immediately applied in the next studio. This reveals the trainee's learning capacity

Form of Development Center - II

DC Team – This team normally consists of a 1st observer (introduces the studio, observes, records, calls time outs and gives feedback), a 2nd observer (observes, records, can call time outs and augments feedback), an opposite number (actor or co-worker from the real-world case situation), a duo-applicant and the trainee. All those involved in the conduct of DC, are given train the trainers training programme which lays emphasis on observation and intervention techniques and give feedback related to exercising specific skills of the trainee

Form of Development Center - III

- Actor - Depending on the work situation (case) being handled in the studio, an actor may be present. The actor plays a role assigned by the trainee. The actor is trained to give the trainee a positive learning experience
- Team Meeting – at the end of it a team meeting takes place with studio trainers. They discuss the experiences and observations they acquired on each participant and discuss the inter-subjectivity of the observation
- Feedback Meeting – held with the applicant within two weeks. Studio observer leads the discussion. The participant and his supervisor jointly prepare a personal development plan




Uses of Development Center

- Diagnose strengths and weaknesses in a person's job performance
- To provide feedback for change
- Planning development of potential employees
- Spotting talent and placing it the most suitable function
- Employee Career planning – Drawing career paths
- Simulates self-management



ACTORS FOR LEARNING

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- The only way people change their behavior is when they are aware of the effect of their own behavior
 - Once they are aware about the effect then they can make a choice
 - Training Actor helps individuals in making them aware of their own behavior

What is a “Training Actor”?

- Learning methods are evolving and pushing new boundaries worldwide and the most effective learning is found to be experiential
- Why Actors?
- Putting aside their performance skills, they are experts in emotions, behaviour and communication
- Actors can reconstruct the “reality” of the participant
- The experience combined with the personal feedback supports learning with a long-lasting impact
- The actor when working with the participants, holds up a mirror and gives them a deeper understanding of their own behaviour and the effect of it

What Training Actors do?

- Scenes

Tailor-made *scenes* designed for the specific needs of the training. The effectiveness of this form can be found in the participants recognizing the situations portrayed, resulting in a more interactive learning environment.

- Films

Short *films* designed in close cooperation with the client about the participants reality in their workplace. The films will stimulate discussion and exchange of ideas.

- Short exercises and games

A variety of tools to support and enhance the learning process.

- Role-playing

A one-on-one situation in which the participant works with the training actor with help from the trainer. Ref *Role –playing – A key ingredient.*

Role playing- A key ingredient

How does it work?

The participant practices and learns by playing out a situation that connects to his or her learning objective. This could be a situation they have already encountered and would like to try again. It could also be a situation they could face in the future and would like to practice or get some advice on. The participant is asked a number of questions after which the situation is played out with the actor playing the assigned role. Afterwards a feed-back round will follow

The essence of the exercise is to have the participant deal with the situation in a natural way, to show his/her normal approach. Only then can the feed-back be beneficial, and the participant be given a real learning experience and the chance to improve

Role-playing is an essential ingredient in Assessments and Development Centers



Philosophy behind this Method

- Empowerment
 - Giving them a choice
 - Non-judgmental
 - Respectful
 - Focus on strength
 - Tools to be more effective
 - Creating an environment where people feel safe enough to take risks that will enable them to truly learn
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